

4 month reporting date 4/21/07 received 4/23/07  
8 month reporting date 8/21/07 received 8/30/07  
Closed 8/30/07

## Burke School District Improvement Plan/Progress Report Form

<b>Principle 5 : Individualized Education Program</b>			
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>24:05:27:01.03. Content of individualized education program.</b> Each student's individualized education program shall include:  (1) A statement of the student's present levels of academic achievement and functional performance, including:  (2) A statement of measurable annual goals, including academic and functional goals  Through interview and review of student records, measurable annual goals did not link to the present levels of performance at middle school and high school. (Examples: student will improve study skills, will complete an assignment, given homework assignment).  Through review of student records and staff interview, the monitoring team agrees transition areas are in need of assistance. Transition services and activities were generic, not individualized.			
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>Annual goals must be measurable and link to functional assessment and present levels of performance. Transition services and activities must be individualized to the student.</b>			
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. The annual goals for each student will be linked to specific skills addressed in the student's PLAAFP.			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>

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<p>1. What will the district do to improve?          The special education instructors will attend an inservice conducted by an educational specialist covering the identification of student's strengths and weaknesses to be included in the PLAAFP and linked to measurable annual goals.</p> <p>What data will be given to SEP to verify this objective? An outline of the inservice and a list of participants will be sent to SEP</p>	<p><b>May 30, 2007</b></p>	<p><b>Kathy Fairbanks, Lynell Martin, Valerie Johnson</b></p>	<p><b>Goal Met 4/23/07</b></p>
<p>Please explain the data (4 month) Kathy Fairbanks and Lynell Martin attended an inservice on March 23 which covered accommodations and modifications (presented by Penny Gilles and Deb Kogel, trainers from the state), the IEP process (presented by Valerie Johnson) and transition (presented by Bev Peterson).</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve?          The district will review all files and collect data on those files to determine if the goals are linked to the PLAAFP and are measurable.</p> <p>What data will be given to SEP to verify this objective? The district will send this data to SEP.</p>	<p><b>November 2007</b></p>	<p><b>Kathy Fairbanks, Lynell Martin</b></p>	<p><b>Goal Met 8/30/07</b></p>
<p>Please explain the data (4 month) The district reviewed 5 files and all files met the goal of linking the PLAAFP to the goals.</p>			
<p>Please explain the data (8 month) The district reviewed 7 files at the end of the school term and all files met the goal of linking the PLAAFP to the goals.</p>			
<p>Please explain the data (12 month)</p>			

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<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>24:05:27:01.03. Content of individualized education program.</b> Each student's individualized education program shall include:  (3) A statement of the student's present levels of academic achievement and functional performance, including:  (4) A statement of measurable annual goals, including academic and functional goals  Through interview and review of student records, measurable annual goals did not link to the present levels of performance at middle school and high school. (Examples: student will improve study skills, will complete an assignment, given homework assignment).  Through review of student records and staff interview, the monitoring team agrees transition areas are in need of assistance. Transition services and activities were generic, not individualized.			
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>Annual goals must be measurable and link to functional assessment and present levels of performance. Transition services and activities must be individualized to the student.</b>			
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. The district will ensure transition services and activities are individualized for the student and will assist the student in achieving their post-secondary goals.			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? The special education instructor will set up and attend a meeting with the transition liaison to receive assistance in writing transition activities and services.  What data will be given to SEP to verify this objective? An outline of the inservice and a list of participants will be sent to SEP	<b>November, 2007</b>	<b>Kathy Fairbanks,</b>	<b>Goal Met 4/23/07</b>

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Please explain the data (4 month) Kathy Fairbanks attended a meeting at Mid-Central on March 23 which reviewed transition information. There is also a meeting set for April 25, 2007 with Bev Peterson to come to the Burke High School and review all transition files and go over transition information.			
Please explain the data (8 month) Kathy Fairbanks attended the Transition Summer Institute in Sioux Falls during June 4-8 which reviewed transition goals and activities, advocacy, transition evaluation, and self-directed IEPs.			
Please explain the data (12 month)			
<p>2. What will the district do to improve?          The district will review all files and collect data on those files to determine if the transition activities and services are individualized and provide activities which will assist the student in meeting their transition goals</p> <p>What data will be given to SEP to verify this objective? The district will send this data to SEP.</p>	<p><b>November 2007</b></p>	<p><b>Kathy Fairbanks,</b></p>	<p><b>Goal Met 8/30/07</b></p>
Please explain the data (4 month) These files will be reviewed during the meeting with Bev Peterson on April 25.			
Please explain the data (8 month) Kathy Fairbanks met with Bev Peterson on April 25 and reviewed all transition files. Bev found 100% of the files to contain adequate transition components and meet requirements.			
Please explain the data (12 month)			